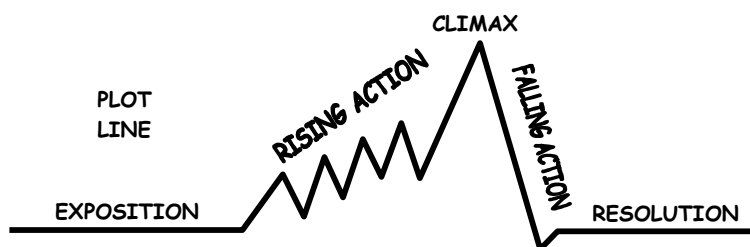


English E/III-A Reading Instruction and Practice Activities

Reading Strategy: Following Plot Development

In order to be an active reader, you should always try to understand how the writer has developed their story from beginning to end. This is especially important when you are reading literature such as the stories in the Graded Readers you are reading outside of class. An important way to do this is by closely following **Plot Development**.

The plot (小説の筋) is the events which make up the action of the story. This action usually is a series of *related* incidents which builds and grows as the story develops. This series of events is often seen as happening on a line starting from the beginning of the book or story until the final page. Each chapter, however, may have its own line of events. These lines are called the **plot lines** and some stories or novels may have several plot lines (**sub-plots**) running at the same time which work together to make the **main plot** for the whole story. There are five basic parts which make up a plot line: exposition, rising action, climax, falling action, and resolution. Understanding how these work together to create the plot of the story is very important to understanding the entire story.



1. **Exposition** Exposition is writing which is intended to make clear or explain something which might be difficult to understand. This writing helps the reader understand the characters, the background, and/or the situation in which the story takes place.
2. **Rising Action** Rising Action is the series of actions or events which help move the story towards the climax.
3. **Climax** Climax is the high point or "turning point" in the story. It is also the most intense point when all the problems and conflicts are brought out.
4. **Falling Action** Falling Action is the action of a story which tries to find a solution to the problems and conflicts from the climax.
5. **Resolution** Resolution is the portion of the story where the problem(s) or conflict(s) are solved. It comes after the climax and falling action and is intended to bring the story to a final "satisfactory" ending.

Activity 1 Reading Aloud With your group, read today's articles *out loud*. Take turns reading the articles sentence by sentence. Try to read each sentence from start to finish as smoothly as possible. Don't read like a robot and don't use KATAKANA ENGLISH.

Activity 2 Read the following sentences from today's stories. Then, with your group determine which part of the plot line they are from: **Exposition, Rising Action, Climax, Falling Action, or Resolution**.

"Oka and the Stolen Smell"

Score: _____ /14

1.	Justice, as usual, has been done in my court.	_____
2.	I demand that you pay me for the smells you have stolen.	_____
3.	The student was a poor, young man.	_____
4.	The shopkeeper was delighted, but the student was very upset.	_____
5.	There is no doubt that the student is guilty.	_____
6.	In the days of old Edo, a Tokyo was once called, storytellers told wonderful tales.	_____
7.	They listened to the pleasant clink of the money as it bounced from hand to hand.	_____
8.	He thought everyone was trying to cheat him.	_____
9.	It is really the smell, you know, that makes things taste so good."	_____
10.	"I have nothing! See!" He held up his empty hands.	_____
11.	People came to his court with the most unusual cases, but Oka always agreed to listen to them.	_____
12.	He rushed to Oka's court.	_____
13.	I have decided that the price of the smell of food shall be the sound of money.	_____
14.	It is only right that I, as chief judge of the city, should hear the case.	_____

"The Case of Jizo the Bound"

Score: ____ /10

1.	Yagoro put his head on the pedestal, lay down, and inadvertently dozed off.	_____
2.	They tried to apologize for their behavior.	_____
3.	"Jizo, you are under arrest," they said, and tied the stone statue with rope.	_____
4.	And from this story came the belief that Jizo would fulfill the wish of anyone who tied him with a rope.	_____
5.	"It is most disrespectful of you people to come into court without permission. You deserve to be punished."	_____
6.	They all obeyed the order and paid the fine.	_____
7.	A man named Yagoro was an employee of Echigoya dry goods store.	_____
8.	Then Ōka had Yagoro inspect each bundle of cotton cloth carefully	_____
9.	By finding the place where the cloth had been purchased, Ōka then caught the real thief.	_____
10.	Yagoro went back to Echigoya and explained what had happened.	_____

Activity 3 Group Discussion

For the time remaining, discuss the following questions with your group. I expect everyone to participate by stating their opinions on each question, showing agreement or disagreement with your classmates opinions, and asking questions whenever you feel necessary. All discussions, must be in ENGLISH! If you get stuck and can't say what is in on your mind, ask your classmates or me for help.

1. What was Judge Oka's decisions? Do you agree with these decisions? Why/Why not?
2. What is the "moral" of these story. (A moral is "the lesson or principle taught in a story or fable.")
3. What other "things" do you think can be "stolen"? (use your imagination and think!)
4. In this story, Judge Oka gave a very "unique" sentence for these "crimes." If you were Judge Oka, what "unique" sentences would you give for these crimes?
a. shoplifting b. littering c. child abuse d. train molesters e. dishonest politicians f. drunk driving
5. Do you think the justice system in Japan is "just" and "fair"? Why/Why not?
6. How should people be punished for more serious crimes like: murder, rape, child molestation, etc.?
7. (your question) _____ ?
8. (your question) _____ ?

Activity 4 Discussion Summary

Take a few minutes and think about what you and your group mates discussed in class.

Then, write a summary of your discussion. Please use all the space available.

Score: _____ /10

[illegible]

Answers to Activity

1.	Justice, as usual, has been done in my court.	resolution
2.	I demand that you pay me for the smells you have stolen.	rising action
3.	The student was a poor, young man.	exposition
4.	The shopkeeper was delighted, but the student was very upset.	falling action
5.	There is no doubt that the student is guilty.	climax
6.	In the days of old Edo, a Tokyo was once called, storytellers told wonderful tales.	exposition
7.	They listened to the pleasant clink of the money as it bounced from hand to hand.	falling action
8.	He thought everyone was trying to cheat him.	exposition
9.	It is really the smell, you know, that makes things taste so good."	rising action
10.	"I have nothing! See!" He held up his empty hands.	falling action
11.	People came to his court with the most unusual cases, but Oka always agreed to listen to them.	exposition
12.	He rushed to Oka's court.	rising action
13.	I have decided that the price of the smell of food shall be the sound of money.	resolution
14.	It is only right that I, as chief judge of the city, should hear the case.	rising action

"The Case of Jizo the Bound"

1.	Yagoro put his head on the pedestal, lay down, and inadvertently dozed off.	rising action
2.	They tried to apologize for their behavior.	falling action
3.	"Jizo, you are under arrest," they said, and tied the stone statue with rope.	rising action
4.	And from this story came the belief that Jizo would fulfill the wish of anyone who tied him with a rope.	resolution
5.	"It is most disrespectful of you people to come into court without permission. You deserve to be punished."	climax
6.	They all obeyed the order and paid the fine.	falling action
7.	A man named Yagoro was an employee of Echigoya dry goods store.	exposition
8.	Then Ōka had Yagoro inspect each bundle of cotton cloth carefully	falling action
9.	By finding the place where the cloth had been purchased, Ōka then caught the real thief.	resolution
10.	Yagoro went back to Echigoya and explained what had happened.	rising action